

Stony Brook University Diversity Plan

RESPONSES TO FALL 2016 TOWN HALL QUESTIONS

- 1. In regards to maintaining egalitarianism for everyone, will the diversity initiative lower the requirements for entry into the university or give special consideration in acceptance of new students considered to be underrepresented? I fear if standards are lowered for certain groups, there will be hostility towards those students, as they would be seen as having 'cheated' were they to be accepted.**

Implementing the Plan for Equity, Inclusion and Diversity (hereafter referred to as "the Plan") will not result in altered admissions standards.

- 2. Waive the application fee for all female applicants in physics and/or the STEM fields. Last year we had 91 female applicants, and by waiving the fee it could be increased somewhat. We have to try this in order to find out how many, but my estimate would be an increase of 10-20 percent. The cost would be about 10k for Physics.**

Stony Brook University does not determine nor control SUNY's \$50 undergraduate application fee. Nonetheless, this application fee is one of the lowest among members of the Association of American Universities (AAU) and public flagship institutions. Thousands of application fees are waived every year for those who successfully apply for and receive a fee waiver request. In 2015, over 7,000 Stony Brook application fees were waived.

Many Universities, including Stony Brook, are looking for creative ways to attract more women to the STEM fields. The Office of Enrollment & Retention Management is collaborating with the College of Arts & Sciences (CAS) and The College of Engineering and Applied Sciences (CEAS) on initiatives that will enable us to collaborate with Long Island schools and districts to address this issue. We are focusing our efforts on building partnerships, increasing the pipeline of more college prepared women and students of color, as well as yielding those we admit.

- 3. What are your plans for recruitment and retention of Blacks as faculty in the nursing program at both the undergraduate and graduate levels?**

The recruitment and retention of individuals of diverse backgrounds to serve as faculty in all the health science schools is important, and concerted efforts are underway to do this. The Office of the Senior Vice President for Health Sciences has set up an Office of Faculty and Staff Diversity to lead this effort. Led by Dr. Frances Brisbane (Vice President for Health Sciences Workforce Diversity), along with Drs. Barbara Nemesure (Chair of the School of Medicine's [Faculty Diversity Advisory Council](#)), Dr. Jennie Williams (Assistant

Dean for Student Diversity), and Ms. Inel Lewis (Program Director, Diversity Initiatives), this office is charged with:

- Assisting all search committees and School admissions committees to identify outstanding prospects to be considered for admission/recruitment to Stony Brook Health Science Schools;
- Promoting open dialogue about the needs of our Schools;
- Reaching out to our immediate communities (e.g. the undergraduate student body, residents and fellows, and recent graduates) to identify highly qualified individuals suitable for recruitment.

Additional activities are planned and supported in the 2017 Diversity Plan work plan. Each School and Department will be held accountable for success in embracing these resources and bringing a diverse workforce to Stony Brook Health Sciences.

4. How is Stony Brook acting to make paid parental leave available for new parents of newborn and adopted children, regardless of UUP and SUNY negotiations? 2) What is Stony Brook doing to advocate for paid parental leave for newborn and adopted children with SUNY and UUP?

Starting January 1, 2018, the New York State Paid Family Leave Program will provide New Yorkers job-protected, paid leave to bond with a new child, care for a loved one with a serious health condition or to help relieve family pressures when someone is called to active military service. For more information, please visit:

<https://www.ny.gov/programs/new-york-state-paid-family-leave>.

The State University of New York (SUNY) provides comprehensive employee benefit programs designed to help keep our faculty, staff and their families healthy, safe, happy, and productive. As part of SUNY, Stony Brook University cannot provide additional paid leave beyond the policies of the Board of Trustees and the collective bargaining agreements. However, Stony Brook University's programs include a variety of components that are designed to help our employees improve the quality and balance of their work and family lives, and to help them prepare for their futures. Information on leave benefits is available [here](#). For general information, please visit our Human Resource Services website, available [here](#).

5. What is Stony Brook doing to address the serious glass ceiling issues for promotion to Full and Distinguished Professor for women faculty?

Stony Brook University, at all levels of administration, is fully committed to the recognition and advancement of women faculty. The questioner is correct, though, in pointing out that there are fewer female than male Full and Distinguished Professors. Addressing this issue

necessitates identifying the underlying factors responsible so that they can be targeted for action.

Quantitative analysis indicates that we hire roughly equal numbers of female and male faculty, and the time to tenure (i.e., to the Associate Professor level) does not differ between female and male faculty. However, the time for promotion to Full Professor historically does and appears to be related, in part, to when faculty seek such promotions. Stony Brook is not unique, in that this is a common finding at universities across the country. In response to this finding, the Office of the Provost has implemented a corrective plan that includes mentoring of newly-tenured faculty. The plan involves frequent interactions between the mid-career faculty members and their mentors, and annual evaluation of performance and progress towards the next rank. This has been accompanied by town hall meetings, organized by the Dean of the CAS, to meet and discuss concerns and the priorities of Associate Professors.

For the Distinguished Professor rank, nominations are made from the existing pool of Full Professors who have been at that rank for at least five years. Analysis indicates that the ratio of female to male full professors in this pool is not significantly different than that of the Distinguished Professors. We have been moving in the correct direction, as the proportion of female faculty at the Full Professor rank has been growing. Nonetheless, in parallel, a significant effort has been made in recent years to both nominate more female faculty for the Distinguished Professor rank and to ensure equitable review by including more female members on the Distinguished Professor evaluation committee.

6. What is Stony Brook doing to change from a secret and unaccountable process to a transparent and open process for recommendation for promotion of faculty to Distinguished Professor rank?

The promotion to the Distinguished Professor rank, like all other faculty promotion evaluations, involves assessment by a committee of faculty at that rank. There is nothing secret and unaccountable about the process:

- The promotion dossier is prepared for each of the nominated faculty by their department or their nominator [following published guidelines, available [here](#).
- The committee members meet and discuss the merits of the dossier, and make their recommendation to the Provost, who in turn assesses the dossier and makes a recommendation to the President.
- The dossier, now including the President's letter of support, is submitted to SUNY for final assessment by a SUNY-wide Distinguished Professors committee. Positive recommendations of this committee are considered and approved by the SUNY Board of Trustees and the Chancellor.

As with all such evaluative committees, the discussions take place in a confidential setting to enable the committee members to speak freely without fear of retaliation and to protect the privacy rights of the individual being considered. The committee's recommendations are scrutinized for fairness and adherence to a common set of standards at the Provostial level, and there is active discussion of the critical issues in the evaluation with the committee or committee Chair (as needed).

7. Do you wish to proceed with implicit bias training, given that it has shown neutral, or even negative, effects in studies done on its efficacy?

While there has been some recent debate over the link between unconscious bias and biased behavior and the efficacy of some of the implicit bias tests, Stony Brook University's implicit bias awareness seminar is much more than a simple brief test. The Responding to Equity, Diversity and Inclusion (R.E.D.I.) Project is a six-hour seminar that is geared toward increasing the understanding and celebration of the myriad of cultures that contribute to our diverse campus community. The experiential seminar utilizes case study along with group activities as a means of enabling participants to recognize the manifestation and impact of implicit bias in a safe and supportive space. This seminar (available to administrators, faculty and staff) is a wonderful opportunity for self-reflection, self-awareness and growth, which will enhance our campus climate and reaffirms our appreciation and celebration of our diversity.

Participant survey data regarding perceived program value and efficacy, as well as suggestions for program improvement, are collected from each participant on a per session basis. A review of these aggregate data has not demonstrated neutral or negative effects to date. Data will be continually monitored and assessed to further determine efficacy.

8. The most serious impediment to diversifying the tenure-track faculty lies in the fact that many candidates for tenure-track positions have a two-body problem. When both members of a couple have faculty potential, we must be pro-active and be willing to offer a faculty-level position to the trailing spouse. We are competing against schools that accommodate couples. This second position need not be tenure track, but it must be substantial (e.g., a 3-5 year visiting position). The lack of any policy in this regard has seriously impeded the ability of my group to diversity (though we have done well by picking up the trailing spouse of persons wanted by other groups). What is Stony Brook University doing to address this issue?

Although there is no official policy addressing the dual career issue, the University has long been proactive at making efforts to accommodate such needs. We routinely reach out to

relevant departments and explore all possible recruitment opportunities. We also provide options to the partner through the University's membership in the Higher Education Recruitment Consortium (HERC), an organization that addresses dual-career concerns by providing databases and lists of available jobs at institutions within a commutable distance. Additionally, Human Resource Services (HRS) and the Office of Institutional Diversity and Equity (OIDE), are in the midst of developing further resources to provide guidance to partners seeking employment assistance.

- 9. What initiatives are being undertaken on behalf of senior citizen students? Funding and career opportunities are two areas that might be addressed. I also note that while age is listed in the introduction of the Diversity Plan, it does not seem to appear anywhere else, including the Community Pledge.**

Stony Brook University is fully committed to providing access to an affordable and high-quality education to all persons, irrespective of age, race, sex, sexual orientation, gender identity or expression, religion, color, creed, national or ethnic origin, disability, marital status, familial status, genetic predisposition, criminal convictions, domestic violence victim status, and veteran or military status. This principle is inherent in all that we do – including the implementation of the Plan.

We have very little data on the aspirations of senior citizen students (i.e. why they choose to enroll in classes here). Some might be doing so simply for the pleasure of being lifelong learners. Others might be interested in acquiring new knowledge and skills that will enable them to play a positive role as a volunteer in our community, or to facilitate new types of employment opportunities. Regardless of the intent to study at Stony Brook University, non-traditional students are embraced as members of our community who add to our diverse social fabric. Additionally, we have recently strengthened our commitment to the [Osher Lifelong Learning Institute \(OLLI\)](#), which enriches our community while providing a great opportunity for individuals of retirement age.

- 10. The Equity, Inclusion and Diversity Plan states a commitment to "diversity of race, ethnicity, religion, age, ability, veteran status, socioeconomic status, gender identity and expression, and sexual orientation." However demographics reported in the plan are silent on religion, socioeconomic status, gender identity and expression, and sexual orientation. How does the university analyze these types of diversity in what ways are they represented in the implementation process?**

Students

The principal indicator tracked for socioeconomic status of students is from financial aid records – the best publicly available proxy for low income students is the percentage of undergraduate students receiving Pell grants . About a third of undergraduates receive Pell grants, ranking Stony

Brook #6 among public institutions in the AAU for the proportion of students from lower socio-economic strata.

Stony Brook collects data about religious affiliation/identity, socioeconomic status, gender identity and expression through surveys at various points. Collection of these data are designed to ensure a welcoming environment for all individuals across these dimensions of diversity.

Since self-reported identification in surveys can be unrepresentative because of sampling error and response bias, the University analyzes these dimensions of identity with the caveat that they may not reflect the true composition of the larger student population. As a result, these survey analyses are best used to explore our diversity and to more effectively design for inclusiveness in our community, rather than to label, define, or track individuals or populations.

Instrument	Administration Cycle	Aspect of Diversity		
		religious affiliation/identity	socioeconomic status	gender identity and expression
CIRP Freshman survey	Every 2-3 years Summer 2014 Summer 2017	X	X	
Diverse Learning Environment Survey	Every 2 years fall 2015 fall 2017	X	X	X
SUNY Student Information Survey (restricted data access back to campuses)	Every semester beginning spring 2016			X
SUNY Student Opinion Survey	Every three years		X	X

Fall 2015 DLE Results (n=3,171)
Sexual Orientation

Sexual Orientation	Responses
Heterosexual/Straight	88.4%
Gay	1.4%
Lesbian	0.9%
Bisexual	5.4%
Queer	0.8%
Other	3.0%

Fall 2015 DLE Results (n=3,171)
Religious Identification

Religious Identification	Responses
None	22.9%
Roman Catholic	15.1%
Atheist	12.1%
Agnostic	10.3%
Other Christian	7.8%
Hindu	5.8%
Muslim	4.7%
Baptist	4.6%
Buddhist	4.5%
Jewish	3.0%
Other Religion	2.3%
Presbyterian	1.9%
Eastern Orthodox	1.4%
Episcopalian	0.9%
Lutheran	0.9%
Methodist	0.7%
Seventh-day Adventist	0.5%
United Church of Christ	0.3%
LDS (Mormon)	0.1%
Quaker	0.1%

Proportion of Undergraduate Students Receiving Pell Grants (2014-15)
Reported spring 2016

Institution Name	Undergraduate enrollment	Undergraduates Receiving Pell Grants		
	N	N	Pct	Rank
University of California-Irvine	24,489	11,270	46.0%	1
University of California-Davis	27,565	11,364	41.2%	2
University of California-San Diego	24,810	9,537	38.4%	3
University of California-Santa Barbara	20,238	7,702	38.1%	4
University of California-Los Angeles	29,633	10,444	35.2%	5
Stony Brook University	16,480	5,506	33.4%	6
University of Arizona	32,585	10,342	31.7%	7
University of California-Berkeley	27,126	8,446	31.1%	8
Rutgers University-New Brunswick	36,016	11,146	30.9%	9
University at Buffalo	19,828	6,119	30.9%	10
University of Florida	32,829	9,944	30.3%	11
University of Oregon	20,559	5,160	25.1%	12
The University of Texas at Austin	39,523	9,785	24.8%	13
University of Washington-Seattle Campus	30,672	7,297	23.8%	14
University of Kansas	19,343	4,427	22.9%	15
Michigan State University	38,786	8,576	22.1%	16
University of North Carolina at Chapel Hill	18,350	4,012	21.9%	17
Texas A & M University-College Station	46,937	10,198	21.7%	18
Ohio State University-Main Campus	44,741	9,579	21.4%	19
Iowa State University	28,893	6,167	21.3%	20
University of Missouri-Columbia	27,642	5,758	20.8%	21
University of Illinois at Urbana-Champaign	32,959	6,754	20.5%	22
University of Minnesota-Twin Cities	34,351	6,960	20.3%	23
University of Maryland-College Park	27,056	5,252	19.4%	24
University of Iowa	22,354	4,287	19.2%	25
Purdue University-Main Campus	30,237	5,715	18.9%	26
University of Colorado Boulder	26,557	4,575	17.2%	27
Georgia Institute of Technology-Main Campus	14,682	2,495	17.0%	28
University of Pittsburgh-Pittsburgh Campus	18,757	3,123	16.6%	29
Pennsylvania State University-Main Campus	40,541	6,524	16.1%	30
Indiana University-Bloomington	36,419	5,840	16.0%	31
University of Michigan-Ann Arbor	28,395	4,368	15.4%	32
University of Wisconsin-Madison	30,694	4,439	14.5%	33
University of Virginia-Main Campus	16,483	2,085	12.6%	34

Data Source: IPEDS Data Center

Prepared by the SBU Office of Institutional Research, Planning & Effectiveness, July 26, 2016

(Answer to #9 continued)

Employees

Salary data serves as a proxy for employees' socioeconomic status, recognizing that family circumstances (income of a spouse or partner, support of large numbers of dependents) may impact this measure. Religious affiliation and gender identity/expression of employees has not been tracked systematically. The COACHE faculty survey, that is currently being administered, includes a question about gender identity/expression [Do you identify as a member of the gay, lesbian, bisexual, transgendered (GLBT) community?] but not religious affiliation. The employee survey of both faculty and staff administered in 2004 included questions about both religious affiliation and gender identity/expression. The Assessment Committee for the Diversity Plan has recommended administration of a campus climate survey in the next year, and questions about religious affiliation and gender identity/expression would be included.

11. Is the sudden reaction to promoting diversity in lieu of Donald Trump's election because that it the way it seems to be?

In the fall of 2015, concerns at the University of Missouri and mounting protests over racism occurred at that university and at other colleges and universities across the country. In response, our students led a movement to show their solidarity with Mizzou and helped to start important conversations around race and diversity at Stony Brook. The dialogue continued into the spring of 2016 and led to the formation of the Plan. The efforts to develop and implement the plan pre-date the November 2016 election.

12. Is it really in the best interest of students, who are trying to prepare themselves to interact with the real world, to shelter them and create safety nets? Is it really in our best interest to coddle students and delude them into a fantasy?

Stony Brook University is committed to supporting our students while providing them the tools, skills and experiences that will help them thrive in a diverse and ever-changing world. They are learning to be resilient, to think critically and to examine their own biases as they master their academic work.

13. Where is the institutional support to match the volunteer efforts and grants dedicated to diversifying the campus and offering a safe space for all?

14. Faculty and Chairs are excited by the plan, its goals, its spirit, its specific pathways to greater diversity at Stony Brook. But we are deeply concerned about the funding behind it. \$750,000 is a symbolic start. But to be truly effective this plan needs far greater resources, for example, to underwrite post-docs and attract under-represented faculty. Where will sufficient and stable backing come from in this financial climate.

It's true, \$750,000 is just a start. In order to sustain our momentum, our senior leadership team is dedicated to ensuring that funding priorities, which foster our diversity efforts, are

built into the University's new campus budget process. With redirection, there is far more than this amount going to support our efforts to implement the plan. The 2017 work plan outlines those additional planned expenditures. Additionally, philanthropic funds are being sought for some components of the plan.

15. Does the initiative plan to address the declining number of African American/black students/faculty/staff?

In order to give context to the question presented, it's important to look at our numbers:

- Using the U.S. Dept. of Education methodology for reporting demographics on race and ethnicity, enrollment of Black or African American students decreased from 1,721 in fall 2006 to 1,344 in fall 2011 and has rebounded somewhat to 1,573 in fall 2016. These figures are calculated in a way that is comparable to those reported by other universities.
- Importantly, the way the federal government requires institutions to collect and report data about race and ethnicity changed in 2010, so that data prior to 2010 may not be fully comparable to later years and the new methodology does not count Black or African American students who: 1) attend the University on a visa, 2) indicated they were Hispanic or Latino in a previous question, or 3) indicated a race category in addition to Black or African American. When counting all students who indicated they are Black or African American, regardless of visa status, ethnicity, or other race categories they identify, fall headcount enrollment of Black or African American students decreased from 1,780 in fall 2006 to 1,624 in fall 2011, but increased to 2,067 in fall 2016, the highest number on record. More detail for intervening years is reported in the University's [Fact Book](#) maintained by the Office of Institutional Research, Planning & Effectiveness.
- For faculty, the number of tenured and tenure track faculty who identify as Black or African American was 30 in fall 2006, 28 in fall 2011, and 29 in fall 2016. Among non-tenure track faculty, the number identifying as Black or African American increased from 38 in fall 2006, to 42 in fall 2011, to 58 in fall 2016.
- Among staff (including the Hospital and LI State Veterans Home but excluding undergraduate and graduate students employed in any capacity at Stony Brook), the number of employees identifying as Black or African American increased from 977 in fall 2006 to 1,023 in fall 2011, to 1,056 in fall 2016. The change in data collection and reporting methodology has less impact on faculty and staff statistics and counts using that method are not provided here.

Additionally, a significant part of Plan implementation includes efforts that are geared towards enhancing our recruitment of underrepresented students, faculty and staff at the University. Furthermore, efforts related to retention, including addressing ways to improve campus climate and culture, will help us to better support and retain all of our minority populations.

16. What about methods implemented for the diversification of faculty in all departments on campus. How are we going to implement a proper and fair screening process that reduces inherent bias during the application and screening of applicants to the campus? When students see themselves in the faculty and administration, they will inevitably feel that they too can succeed in their goals.

This is a very good question and one that has led to many discussions and thoughts on how to deal with concepts of inherent bias during the recruitment process. One way to address this is through training and awareness of the bias. As a step towards accomplishing this, we have asked all search committee members to participate in the R.E.D.I. seminar, which explores and addresses such issues. We are looking closely at programming and steps to take to ensure that our faculty search committees are kept informed of best-practices and procedures in search processes -- such that diversity and inclusive excellence remain top priority goals.

The point of appropriate and relevant role models for our students is also well taken, and it drives the process towards increasing the diversity on our campus.

17. Why was the affirmative action committee not invited to this important discussion?

It is unclear which group the questioner is referring to as there are several such committees on campus. Many conversations took place, however, with various student, staff and faculty groups and individuals during the Plan's development phase and various groups and individuals sent in proposals for consideration. Additionally, President Stanley also encouraged the entire campus community to [review](#) the draft and submit comments, giving everyone an equal opportunity to express their thoughts. As the implementation of the plan develops, all are encouraged to get involved by attending an event, signing up for the R.E.D.I. Project, or providing feedback and suggestions via the Plan's website, available [here](#).

18. At the present time there are very few people of color in key leadership positions at Stony Brook. Are there any plans for increasing diversity among the leadership?

What is the status of including those with disabilities into higher (senior) level management positions?

Yes. It is a priority to increase the number of underrepresented minorities at all levels – including leadership positions. To help us realize this goal, one major step we have taken is reviewing and updating our processes related to searching for new hires. We are also posting openings more broadly, and, where possible, in publications that attract a diverse readership, requiring that search firms and search committees bring in a diverse set of candidates and encouraging search committee members to go to the REDI seminar.

19. Many of us are concerned about retention and recruitment. How do we open up opportunities for Staff members of Color to move to management positions?

The University is an equal opportunity employer. Having a diverse workforce is part of that commitment and there are many ways we can provide opportunities for professional growth. Employees are encouraged to engage in a discussion with their supervisor about career goals to develop a roadmap for career development. We also encourage staff to take advantage of training opportunities available to them through workshops, conference attendance and networking. Additionally, our Diversity Plan committees are developing mentoring programs that will help engage faculty, staff and students. Statistics show that successful mentoring programs enable both career development and leadership development that help employees develop new skills.

20. If you cannot find qualified minority candidates for employment the traditional way, will you provide incentives to create them internally?

There are many opportunities to enhance recruitment and pathway efforts and, as noted in the 2017 work plan, we will be adding and strengthening recruitment and mentoring activities for faculty and staff. We also know that it is not enough to just post a job; we need to make sure it is getting in front of a diverse set of potential candidates. Targeting our outreach to specific websites geared toward increasing diversity in the fields of interest, as well as sending job announcements to professional organizations, affinity groups, and asking people to share within their networks all help cast a much wider, diverse net. Developing relationships with diverse community organizations, as well as professional associations, and letting them know about our opportunities is a great way for all of us to be involved in recruitment. As for internal candidates, we are hopeful that increased mentoring and leadership training will provide our current employees with pathway opportunities.

21. Has Stony Brook been successful in recruiting a Chief Diversity Officer? If so, what will be his/her first priority?

As of mid-March, resumes have been received and reviewed and the initial interviews have been conducted. Three candidates will go through a second set of interviews in late March and mid-April and a decision will be made soon thereafter. The goal is to have a Chief Diversity Officer on board by early June.

22. In regards to the first section of Graduate/Postdocs, it states Postdocs only in the first line. What about other Graduate Students, such as those seeking their Master's?

Graduate students include those enrolled in master's level programs. During the Plan's implementation phase, attention has been paid to graduate and professional students, as well as Postdocs.

23. Being a student on East Campus, often times we feel detached from the services and support available on West Campus. Are there any efforts being made to ensure that these diversity initiatives are reaching across the entire campus?

Absolutely. In an effort to address this concern, the composition of the Steering Committee, Advisory Council, and various working groups includes a broad array of representation from all parts of the entities that comprise SBU. We've also made sure that town hall meetings take place on both sides of campus and at Southampton. Upcoming events are posted on the Diversity Plan's [website](#) and all are welcome to attend these programs. In addition, communication efforts are geared toward informing the entire campus community. In the 2017 work plan, various efforts are specifically targeted to the East Campus.

24. The Chancellor of the Cal State system has made a statement that the system will not cooperate with the Trump administration to assist in the deportation of undocumented students. To assuage fears that some of our students are having, do you think we should make sure our Chancellor does something similar? Note the press release as follows: NEW YORK — Gov. Andrew Cuomo has offered New York as a refuge to anyone who feel threatened or under attack during Donald Trump's four-year presidency. "As New Yorkers, we have fundamentally different philosophies than what Donald Trump laid out in his campaign," Cuomo wrote in an email to members of the New York State Democratic Committee Saturday. "So let me be absolutely clear: If anyone feels that they are under attack, I want them to know that the state of New York – the state that has the Statue of Liberty in its harbor – is their refuge." "Whether you are gay or straight, Muslim or Christian, rich or poor, black or white or brown, we respect all people in the state of New York."

On November 18, 2016, President Stanley issued a [statement](#) to the campus community that reaffirmed Stony Brook University's unwavering commitment to creating a campus

environment that welcomes all. This message also expressed continued support for the DREAM Act and undocumented/Deferred Action for Childhood Arrivals (DACA) students, and stated:

“...we do not request or require immigration status as part of the admissions process, nor is immigration status a factor in student housing decisions. We do not share private information; once a student is enrolled we protect student confidentiality in line with federal and state law; and, our University Police Department does not inquire into nor record the immigration status of students or other persons unless they have been arrested.”

At the SUNY level, great attention has been paid to these concerns. In fact, on January 24, 2017, the SUNY Board of Trustees considered a [resolution](#) from Chancellor Zimpher in support of undocumented students.

25. How will you protect our internationals from deportation or police harassment?

On November 18, 2016, President Stanley issued a [statement](#) to the campus community that reaffirmed Stony Brook University’s unwavering commitment to creating a campus environment that welcomes all. Additionally, our Visa & Immigration Service on campus is working closely with all students and faculty who are impacted by the federal Executive Order, and we are seeking to ensure that people who may no longer go home on breaks will have necessary housing and resources while they are at Stony Brook. We have forged deep connections with New York’s Congressional staff who work on immigration matters and with SUNY contracted immigration lawyers on behalf of our international community.

26. In your diversity plan, there is much talk about the programs implemented that are designed to help women, Black/African Americans, and Hispanic/Latino students achieve their dreams and goals. In your statement you like to point out that the university has made "progress in enrolling qualified Hispanic/Latino students;" yet some of those "qualified" students such as myself do not have a "permanent" legal status in this country and thus cannot partake in the many programs you like to boast about because of that. My question to you is, having seen the effect of this election and the statements previously done by our "president elect," do you as a university have a plan to help and support those of us whose continued future and academic careers may be in jeopardy due to our status and the future presidents desire to "get rid of illegals"?

Stony Brook University remains committed to supporting all members of our community. As the current state of affairs unfolds, we will continue to monitor federal regulations and laws and provide pertinent information to the campus community. For international students, faculty, staff, and scholars seeking assistance or guidance regarding his or her

immigration status, Visa and Immigration Services (VIS) is ready and willing to assist in every way possible. Please visit VIS' website for more information, available [here](#). Additionally, on November 18, 2016, President Stanley issued a [statement](#) to the campus community that reaffirmed Stony Brook University's unwavering commitment to creating a campus environment that welcomes all. This message also expressed continued support for the DREAM Act and undocumented/Deferred Action for Childhood Arrivals (DACA) students, and stated:

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Finally, our Office of Government Relations (OGR) has been working with students on advocacy for DAC and the Bridge Act at both the state and federal levels. Impacted students should contact OGR or VIS with suggestions for further ways they can be supported.

27. Why is disability so vastly under-represented in this document? Where are the demographics for disabled faculty and staff? Recruitment of disabled faculty, staff and students a key aspect of diversity neglected here.

Faculty and staff were surveyed in March 2015 to collect information about veteran status, race/ethnicity, and disability status. Of the approximately 14,500 employees at Stony Brook (excluding student workers and graduate assistants), about 1,500 employees participated in the survey for a response rate of 10%. Among respondents, 95 or about 6% reported some form of disability. These figures likely under represent the true proportion of employees with disabilities because individuals may not wish to self-identify a disability to their employer. As a point of comparison, the Stony Brook Campus Climate Survey conducted in 2004, found that 253 or 9% of the 2,833 respondents indicated they had a disability. Among these, 51 or about 1 out of 5 reported their disability was visible to others.

The University is currently working with the YAI/National Institute for People with Disabilities to create a partnership that will provide individuals with disabilities the opportunity to gain greater experiences across various areas of the University. HRS has also partnered with the Department of Labor, the HERC, and Direct Employers to ensure that our job postings are listed on various disability related websites, as well as showcased at related job fairs directed toward individuals with disabilities and veterans.

The Office of Inclusion, Diversity & Equity (OIDE) and DSS are reviewing ways to enhance services to students, faculty and staff with disabilities. Additionally, the President's ADA & Technology Committee will work in 2017 to look at ways to improve messaging and resources related to accessibility of SBU created/required online materials. We will also hold professional development workshops for faculty and/or a symposium to create conversation and dialogue around supporting students with disabilities.

28. As an educational community, how can we ensure that our students, particularly those who are historically underrepresented, are made to feel welcomed and valued on the SB campus?

Stony Brook University is committed to the enrollment, retention, and graduation of all students, including those from historically underrepresented backgrounds. Before arriving on campus, all students are mailed the [New Student Welcome Newspaper](#). Upon arriving to campus, new students are greeted by President Stanley, senior administrators, and key faculty at the New Student Convocation, and participate in the [Experience Stony Brook Program](#). This program connects them with caring, dedicated professionals and resources that are intended to help our students make a smooth transition to Stony Brook.

Our [Undergraduate Colleges](#) also provide individualized support in a caring environment for students who pursue common interests. Led by committed staff and faculty who have expertise in student development and student life, the Undergraduate Colleges provide new students with support throughout their first year at the University. As participants in their Undergraduate Colleges, students attend Diversity Presentations and sessions about Diversity and Gender in their [First-Year Seminar 101](#) courses, where instructors emphasize the benefits and value of our multicultural campus community.

Throughout their years at Stony Brook, historically underrepresented students are offered a broad range of learning experiences (both in and out of the classroom) and opportunities designed to introduce and welcome them as valued members of our diverse campus community. Some examples include:

- [Admissions Open Houses](#) and special campus tours;
- [Opening Weekend/ChillFest](#);
- Outreach by the [Office of Multicultural Affairs](#), [LGBTQ* Services](#), [Interfaith Center](#), and [Disability Support Services](#); [Student African American Brotherhood \(SAAB\)](#); [Student African American Sisterhood \(SAAS\)](#); the [UNITI Cultural Center](#); and [Diversity Professional Leadership Network \(DPLN\)](#); &
- [Taking the Community Pledge](#), which promotes Stony Brook's principles of equality, civility, caring, responsibility, accountability, and respect.

To learn about additional ways that our students are welcomed and valued at Stony Brook, click [here](#) to read a list of programs and services that are currently available. These activities help to create a sense of belonging for all students and there are unique opportunities for those from historically underrepresented groups. Moreover, academic departments also welcome students to their [cohort programs](#) across the disciplines. These feature small learning communities where participants can connect and engage with supportive faculty, staff, and their peers.

It is also important to note that plans are currently underway to construct a new UNITI Cultural Center and an LGBTQ* Center. Although there are current spaces on campus set aside with these missions, the new spaces will provide even better areas for programming and fellowship.

29. What can we expect from the university in terms of making minorities feel safer?

Stony Brook University is committed to providing a safe learning and living environment for all students, including those from diverse and underrepresented backgrounds. Physical safety and emotional well-being are essential to our students' academic and personal success, and various approaches exist to help students feel safe – both in and out of the classroom, as well as off-campus.

In addition to being a supportive presence on campus and at major events, the University Police Department (UPD) provides outreach and learning opportunities that bring students and the police together to address concerns, educate about policing, share perspectives, create positive relationships, and further build campus community. Examples of such efforts include:

- [The Community Relations Team](#)
- [Coffee with a Cop/UPD Connect Program](#)
- [Game Day with a Cop /UPD Connect Program](#)
- [Citizen's Police Academy](#)
- [Critical Issues in Greek Life Program](#)
- [General Safety Program](#)
- Group Tours of the Police Headquarters

UPD has also hosted and participated with other SUNY institutions in the [Fair and Impartial Policing Model Program](#) that emphasizes how unconscious or implicit biases impact even well-meaning officers in their interactions with civilians. Several officers have also attended the REDI seminar.

Additionally, the [Dean of Students Office](#), [Office of Multicultural Affairs](#), and [Interfaith Center](#), all conduct outreach and meet with individual students and culturally-based student groups during times of crises and concern, and partner with other campus

departments (including the UPD when appropriate) to address their needs. [Counseling and Psychological Services \(CAPS\)](#) partners with a network of campus departments to provide outreach, consultation and services. [Campus Residences' Personal Safety & Security](#) units include the [Residential Safety Program](#), a professionally run student-based organization that maintains a welcoming yet vigilant presence in our residential areas. [The Office of Commuter Services and Off Campus Living](#) provides valuable resource information and [guidelines for safety](#) for students residing off campus. New students also learn of these opportunities and their responsibility in helping our campus maintain a safe environment at departmental presentations during our student orientation program, [Experience Stony Brook](#). Students with safety concerns should raise them with the Dean of Students or the Community Relations Team of the University Police Department.

30. Should faculty and students receive basic self-defense training in case of any physical attacks on or outside campus (due to the spike in hate crimes and harassment)?

The University Police Community Relations team routinely offers and trains members of the campus community in Rape Aggression Self Defense (RAD). There were 669 student contacts in 2016, inclusive of RAD and self-defense classes offered to students in cooperation with the Division of Campus Residences. To learn more about the program, please click [here](#). It is important to know that any allegations or incidents involving possible hate crimes are thoroughly investigated by University Police Department investigators who work directly with the Suffolk County Bias Crime Unit and District Attorney's office as needed.

31. How is the University responding to Governor Cuomo's three-part plan to combat hate crimes?

In November of 2016, Governor Andrew M. Cuomo [announced](#) several actions to protect civil rights and combat hate crimes in New York, including:

- the creation of a State Police unit to investigate reports of hate crimes;
- an expansion of the state's human rights law to protect all students; &
- the establishment of a new emergency legal defense fund for immigrants.

With regard to bullet item one, the University Police Department has long since partnered with the Suffolk County Police Department Bias Crime unit on cases that require specialized training in the identification and classification of hate crimes. While the University Police Department Investigations Division handles the vast majority of criminal investigations on campus and does have training in this area, the Suffolk County Bias Crime unit works collaboratively with our officers to identify and pursue appropriate charges for hate crimes. While the State Police have jurisdiction to investigate crimes throughout the

state and would certainly be a resource if needed, our protocol has been and continues to be interfacing with Suffolk County Police.

As for bullet items two and three, the expansion of the Human Rights law to public school students and the establishment of a Legal Defense Fund, and any implications of such changes, remain to be seen. We will continue to monitor these items and will respond as needed.

32. Disabled students are mentioned in the plan, although numbers would be more powerful than percentages. I saw no mention of disabled staff. Either way, handicap parking enforcement is one area in which the University's level of concern for the disabled is evident. Chief Lenahan reported on 11/21/16 that 317 handicap-related summonses had been issued. That's less than one per day. With 640 ADA accessible spaces throughout the university, that's not acceptable. What is going to be done about this?

The University Police Department takes enforcement of disability-related offenses very seriously and it is a focal point of our parking enforcement efforts. The correlation of summonses to ADA accessible spaces is not necessarily representative of the enforcement action taking place. Periods of time when there are no classes in session (between semesters and weekends) or later in the evening when parking spaces become more available, would need to be considered in light of the total number of summonses issued over a period of time. The total number of ADA spaces available is not really a factor to be considered in comparing the number of summonses issued for the reasons outlined previously. Further, the University Police Department is the only law enforcement agency locally that confiscates ADA permits from individuals who violate their lawful use. In 2016, we confiscated 13 permits and have confiscated a total of 115 since 2011.

33. How does the university plan to include transfer students into this "inclusiveness & equity" effort when currently hundreds of transfer students are forced to live 18 miles off campus at Dowling College without the opportunity to live on campus until one academic year is over? This is unacceptable and has caused hundreds of transfer students to feel isolated and disadvantaged.

Despite the physical separation of Brookhaven Village from Stony Brook, the University is committed to providing the Brookhaven Village (BRV) residents with a rich academic and student life experience both at Stony Brook and on the Brookhaven Village campus.

In order to connect the two campuses, the University offers a shuttle bus that runs daily between 7:00 am and 11:30 pm. On the weekends, the bus runs from 8:00 am to 10:30 pm and includes scheduled stops at local shopping facilities as part of the already scheduled bus runs. With the exception of some social events that might extend beyond the last shuttle bus run, BRV residents have access to the same range of programs and

activities as those students who live on West campus and much the same opportunities as any other off campus resident. During major university events (Opening Weekend, Homecoming, etc.), additional shuttle bus runs are provided to support resident participation in these events.

Programming at BRV also integrates into main University's traditions/programs such as Wolfieland and Homecoming, where BRV was the third place finisher in the annual banner contest; football and basketball games; and Midnight Breakfast, both on West campus and a special event held at BRV just for BRV residents. BRV has also partnered with university departments such as the Academic and Transfer Advising, CAPS, Red Watch Band, Dean of Students Meet and Greet, etc., to offer on-site programming. There are also on-going programs sponsored by the Resident Assistants and Resident Hall Council, which consistently have strong participation levels across the BRV resident population.

Residents are kept abreast of BRV and campus wide information through a weekly newsletter, which not only promotes items of interest at BRV, but also those occurring on main campus. In addition, two underutilized spaces in the BRV residence hall were repurposed to provide residents with a recreation room and a computing center - both of which are utilized extensively.

We are committed to providing the BRV students as enriching an experience as possible to promote a sense of inclusion to the overall campus experience.

34. The University has been concentrating on celebrating diversity via events such as African American Heritage Month, Hispanic Month, LGBTQ Month and recently Native American Heritage Awareness Month. Will the administration and faculty look to incorporate academic programs based on these events into the course offerings here at Stony Brook?

During Opening Weekend, all incoming undergraduate students are required to attend a workshop that focuses on diversity and a workshop that focuses on gender. Within the required First-Year Seminar 101 course, all first time full time students participate in two lessons, one that focuses on the issues of diversity and one that focuses on gender. The Stony Brook Curriculum Implementation Committee has proposed adding a new Diversity (DIV) category to the general education requirements. This proposal is moving through the approval processes. When it is in place, all students receiving an undergraduate degree from Stony Brook will satisfy the DIV category as a part of their University requirements.

35. What Plans are in place to assist Black students to graduate on time and has there been a survey done to see the causes?

This question seems to be premised on the belief that Black students graduate at a lower rate than other students. This is not true at Stony Brook. Nevertheless, the Academic Success Team (AST) has been working to understand and address issues that impede

student success. The AST continues to work diligently to create interventions that support all students as they progress towards a timely completion. In addition, there are many academic success programs offered by the Undergraduate Colleges, Academic Success and Tutoring Center, Student Affairs and Campus Residences. Many of our Colleges, Schools and academic departments also offer specific programs to support our students' academic progress toward degree completion.

36. How is SBU planning on contesting racism and hatred in the student body lest it arise after Trump gains office in January?

Stony Brook is dedicated to educating and combatting racism and hatred. In response to recent events, President Stanley sent a [letter](#) to the campus community in November 2016 that reaffirmed Stony Brook University's commitment to creating an inclusive campus environment. This message provides various resources, which our campus community may utilize to help address issues related to inclusion, discrimination, and micro- and macro-aggressions, and bias. All members of our community should also keep the following in mind:

- All incidents of harassment and/or bias related matters should be reported to one of the following areas for appropriate investigation: University Police, the Office of Institutional Diversity and Equity (OIDE), Labor Relations, residence hall staff, and the Office of Community Standards.
- Building managers will continue to keep a watchful eye for bias related graffiti and report any found instances.
- The University has a Disruptive Behavior Policy in place, which is available [here](#). Additional information related to this policy is available on HRS' website ([available here](#)) and on the Office of University Community Standards website ([available here](#)).

Additionally, the University has several social justice programs, which have combined their resources to establish the Social Justice Collaborative. The Social Justice Collaborative is a coalition of students, administrators, and faculty that address issues of micro-aggressions, bias, inclusion, and diversity. Individually, the programs are designated as the [Social Justice League](#), [Diversity Peer Educators](#), and JustServ. Collectively, the Office of Multicultural Affairs, Campus Residences, and the Undergraduate Colleges support the students in these programs. Lastly, efforts are underway to increase participation in the Community Pledge program and to promote respect and understanding across campus.

37. Offer 5k fellowships to all admitted female students for Summer support during the Summer after the first year. If we would make 25 offers it might be accepted by 5 students, with a total cost of 25k. Making only a small number of such offers (say 5-10) to the top female applicants would not have much effect.

Thank you for submitting this suggestion. We will consider it for future plan implementation activities.

38. Why do we allow the Chick-fil-a corporation to sponsor our athletic events when its foundation supports and finances anti-LGBT activities and legislation, which is directly contrary to the Stony Brook University Plan for Equity, Inclusion and Diversity as well as your urging faculty and professional staff to participate in the voluntary campus program on dealing with bias at the past University Senate meeting?

The conduct and established business practices of corporate sponsors for our Athletics programs are important considerations that Stony Brook does not take lightly. When making a decision to work with a specific organization, the University prequalifies the organization and considers its public practices to determine whether or not we are compatible. We ask some important questions, which include:

- 1) Does the company follow an equal opportunity employment practice?
- 2) Does the company discriminate or refuse to serve customers based on race, religion, gender, or for any reason?

The answers we receive, coupled with our research and balancing of various factors (i.e.: philanthropy, labor practices, etc.), help to determine whether or not it's in the best interests of the University and the Department to move forward. Just as the University is not static, the same holds true for our corporate sponsors. Therefore, established relationships are periodically re-reviewed.

39. Why is there no campus policy, developed through shared governance, on criteria for judging the appropriateness of sponsorship of campus facilities, activities, and programs by individuals, corporations, and foundations to insure that they conform not only to federal and state laws and regulations, but also to campus policies?

SUNY has well-established policies that address the use of facilities. In furtherance of these policies and established procedures, Stony Brook has a [Use of Campus Facilities Policy](#). This policy and our established practices follow SUNY's lead, while allowing the University to conduct its business in a timely and compliant fashion.

40. How does white nationalism fit into the diversity plan? Some have said this year's election reflects a whitelash. I vehemently disagree with white nationalist sentiment, but nevertheless, it's out there. Do we accept it as a different view or reject it as racist thinking? Would students who identify as white nationalists be recognized, and have a voice? Or would they feel silenced and go around feeling that their beliefs are not validated?

Stony Brook University embraces the constitutional freedoms of free speech and thought. We all come to the University with widely different backgrounds, talents and interests, but we have one thing in common: the drive to make a real difference in the world. Our foundation is anchored in our strong values of diversity, access, and inclusiveness, and based on the search for academic excellence, freedom of inquiry, and the generation of new knowledge.

Experiencing diverse perspectives is an essential component of a truly enriched experience and is critical to the academic and social fiber of the University. We can all take pride in the fact that our students are engaged in the important, timely conversations that are taking place. As we continue to move forward as a unified but diverse campus community, it is critical that the University remains a place where the free exchange of ideas must be safeguarded, in a way that respects our differences and basic notions of civility.

- 41. As a political science major, a social science or humanity, I am concerned by the failure to promote such. In Section 4, I. Undergraduates, the new plan simply puts there will only be a greater "[promotion]" of such. Furthermore, the plan itself only mentions the word humanities once, how will you address this promotion because to this point I believe this school has done a pretty lackluster job, and what will I be able to see as a student?**

Stony Brook University's extraordinary strengths in science, technology, engineering, math and medicine, are complemented by the spectacular work and accomplishments in the arts, humanities, business, and social sciences. We avidly work to tell those stories through the University's owned media channels, in addition to sharing them with external media.

The University welcomes input and insight to help shape the implementation of the plan for Diversity, Equity and Inclusion from students across campus and majors. Your involvement is highly encouraged, as each respective area is important and should be represented. Every student has a vested interest in the success of this evolving plan and should use their voice.